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ABSTRACT

This curriculum guide in marketing and distribution has been designed for children in grades K-6. It is presented much like a cookbook from which recipes (activities) may be extracted and experimented with depending on the tastes (needs) of the children. It is suggested that objectives be reinforced through teacher-developed activities or through a discovery approach wherein students select activities from a list of possibilities. The contents of the guide are divided into five sections as follows, with each unit containing behavioral objectives and suggested activities: (1) the community; (2) functions of individual businesses; (3) production and manufacturing; (4) advertising; and (5) sales. (Author/BL)

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State of New Jersey
Department of Education
Division of Vocational Education

A MARKETING AND DISTRIBUTION CURRICULUM GUIDE

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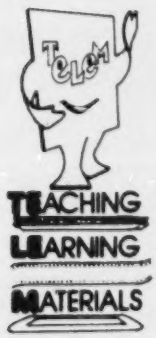

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PREFACE

This publication is one of a series of curriculum documents in career education written under the statewide curriculum development project conducted by the New Jersey Curriculum Management Center. Materials developed under this project are published by the New Jersey Vocational-Technical Education Curriculum Laboratory in order to ensure the widespread availability of these materials to practitioners in the field at a reasonable cost.

Dr. Joseph F. Kelly

Project Director
New Jersey Curriculum Management Center

Introduction

This curriculum guide in marketing and distribution has been designed for children in grades K-6. It is presented much like a cookbook from which recipes (activities) may be extracted and experimented with depending on the tastes (needs) of the children with whom you are working. Since it is impossible to cover all suggested activities offered in the course of one school year, it is suggested that objectives be reinforced through activities which you feel most comfortable with or through a discovery approach wherein students select activities from a list of possibilities. Of course, you should feel free to add your own activities.

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UNIT I – THE COMMUNITY

Lesson 1.1 — **Basic Design and Structure**

Objectives: At the end of this lesson, the student will be able to:

1.11 Observe that different communities have different plans;

1.12 List at least three duties of a city planner;

1.13 Draw a map of the neighborhood;

1.14 Be familiar with the local community;

1.15 Differentiate between different types of communities;

1.16 Recognize his or her own community among assorted schematic representations;

1.17 Relate common elements of a community.

Activities:

Different communities have different plans

1.11a Examine maps and charts illustrating different communities.

1.11b Study photographs of different communities.

1.11c Check newspapers for proposed changes or plans for your own community.

1.11d Correspond with a class from a different community. Compare descriptions, maps, and charts of both communities.

1.11e Plan a bus trip through several different communities. Write experience charts or individual observation reports as a follow-up activity.

1.11f Show films and filmstrips to illustrate life in different communities.

1.11g Make a filmstrip and tape recording about "Our Community." Compare with similar projects from other schools.

1.11h Study maps to become familiar with map symbols for roads of different sizes, rivers, mountains, etc.

Duties of a city planner

1.12a Invite a city planner to speak to the class.

1.12b Write a letter to a city planner asking for a job description.

1.12c Check college catalogues to find schools that offer courses in city planning.

1.12d Study course descriptions to see what a city planner studies.

1.12e Make a list of the cities that use city planners.

1.12f Make believe that you are a city planner. How would you improve your town?

Map of the neighborhood

1.13a Draw a map showing where you live. Branch out three blocks in each direction.

1.13b Plan a bulletin board with your school as the central focus point. Include all the streets on which students may live.

1.13c Display a large map of your town. Use push pins to point out each child's home.

1.13d Make a neighborhood phone directory including the address and phone number of each child in the class.

1.13e Draw a map charting the route you would take from your home to a friend's home.

1.13f Play "Where Am I Going?" Distribute maps of the neighborhood. Read specific directions for the class to follow – e.g. make a left hand turn on Front Street, go east on 7th, etc. Have children identify points of arrival.

1.13g Compile a scrapbook of maps made by each child – My Street, My Neighborhood, My Community, My State.

The local community

1.14a Take a bus trip through your community. Contact the League of Women Voters for a tour guide.

1.14b Build a model of your own town on a large table or on the floor using boxes.

1.14c Play "Find Me" by matching photographs taken on bus tour to highlighted spots on the map of the town.

1.14d Make a jigsaw puzzle map of your town using voting districts, natural divisions, or random sectioning.

1.14e Make a telephone directory of important service numbers and addresses – Police Department, Fire Department, etc.

Types of communities

1.15a Show films and filmstrips that illustrate different types of communities.

1.15b Plan trips through different types of communities (rural, urban, suburban, etc.)

1.15c Make a display illustrating differences between rural and urban communities.

1.15d Play a game matching specific names of communities to their type.

1.15e Write a letter as a city child to a country child describing a city life style.

1.15f Discuss reasons for and ways to bring the country to the city or the city to the country.

1.15g Make a book report on an account of city living or rural living.

1.15h Make a collage. Call it "City Living" or "Rural Living."

1.15i Develop two vocabulary lists – Country Words and City Words.

1.15j Discuss common elements found in both lists.

Recognizing your community

1.16a Make a class collection of schematic representations of the community.

1.16b Secure an early map of your area. Compare it to today's map.

1.16c Add changes to copies of the early map.

1.16d Examine old photographs of your community using newspaper archives as a resource.

1.16e Make a bulletin board comparing early photographs with current ones. Call it, "See How We've Changed."

1.16f Design a city of the future from today's map of the community – for example, "How will we look one hundred years from today?" Display sketches on a "Yesterday, Today and Tomorrow" board.

Common elements of a community

1.17a Review common elements found in communities. Use this list to make large box models of elements common to all communities. Boxes should be large enough for children to stand in.

1.17b Make a taped presentation or have children stand in each large box model to explain their functions within the community – "I am the neighborhood school, etc." Invite children from other classes to see and hear this presentation.

1.17c Make a mobile showing the integral parts of a community.

1.17d Pretend you are a pioneer settling a town. Keep a log. In your log, discuss the building of a town. What would you build and in what order?

1.17e Have the class become space pioneers in a creative dramatics experience. Observe and discuss what would be built and in what order on some newly explored planet.

Lesson 1.2 — Business – An Integral Part

Objectives: At the end of this lesson, the student will be able to:

1.21 Observe that local business provides job opportunities and be able to name at least three of these local businesses.

1.22 Recognize the local businesses that support organizations such as Little League, Girl Scouts, etc.

1.23 Perceive that businesses reflect the personality of the community.

1.24 List at least five types of businesses within the community.

1.25 Name the stores nearest to the student's home and discuss the services that they provide.

Activities:

Local businesses and job opportunities

1.21a Check the want ad section in local newspapers. Cut out all openings for jobs within the community, and display them on a "Help Wanted" bulletin board.

1.21b Interview local store owners to find the number of people employed from the local community as well as the total number of people employed.

1.21c Write to an employment agency to find job opportunities within the community.

1.21d Use job application forms for children to apply for classroom jobs.

1.21e Design a want ad for a job opening giving pertinent data.

1.21f Write a story about the neighborhood job you would like to have when you are old enough to work.

Businesses support local organizations

1.22a Interview a local store owner to see what support he lends to the community.

1.22b If you belong to a group or organization that benefits from a local businessman's support, do something to express your thanks.

1.22c Write a letter to thank a local businessman for supporting an organization.

1.22d Make a presentation to the businessman whom you feel has made the greatest contribution to your community.

1.22e Have a luncheon honoring local businessmen who have made contributions to the community.

Businesses reflect the personality of the community

1.23a Conduct art appreciation lessons to study famous artists' views of different communities.

1.23b Draw your own impression of your community.

1.23c Show films and filmstrips to explore different communities to discover businesses unique to specific areas.

Types of businesses in community

1.24a Compile a class list of all businesses within the community.

1.24b Plan walking trips to those businesses within walking distance.

1.24c Keep a record of businesses which have been visited.

1.24d Invite local businessmen to the class to discuss their businesses.

1.24e Have relatives who work within the community visit the class to discuss their jobs.

1.24f Make a display – "Shop Locally" – showing flyers, newspaper ads of businesses within the community, etc.

Local stores and their services

1.25a On a large map of the school neighborhood plot locations of stores frequented by the children's families.

1.25b Make a "Buy It" game. Each child selects an item from a large box filled with pictures of different products. Using a pointer, the student finds his or her home on the map and traces the route taken to buy the product.

1.25c Using individual dittoed maps of the community, play "Buy It" by tracing with a pencil the routes taken from one's home to specific businesses.

1.25d Make a local business directory including store name, address, phone number, and items sold.

1.25e Make a Lotto-type game. Headings will represent stores within the community. Caller calls specific items – toothpaste, bread, etc. Players mark where they would buy the item. If more than one answer is possible, pick one.

1.25f Write reports on local stores and the services they provide.

Lesson 1.3 **Why Businesses Locate Within a Community**

Objectives: At the end of this lesson, the student will be able to:

1.31 Describe the role of the neighborhood store;

1.32 Define the role of the shopping center;

1.33 Analyze the services provided by both the neighborhood store and the shopping center;

1.34 Differentiate between different local needs;

1.35 Observe that a neighborhood store draws the majority of its customers from the community in which it is located, while the shopping center may draw from several communities;

1.36 Name various shopping centers near the student's home;

1.37 Make a chart illustrating the stores found in one particular shopping center;

1.38 List neighborhood stores and discuss the services they provide.

Activities:

Role of the neighborhood store

1.31a See 1.35f

1.31b See 1.24d

1.31c See 1.24a

1.31d See 1.24b

1.31e See 1.24f

Role of the shopping center

132a Discuss the concept of the shopping center.

1.32b Write a report showing how shopping at a center may help conserve energy.

1.32c Stage a debate – "Walk to your local store vs. drive to a shopping center."

1.32d Visit and explore a nearby shopping center.

1.32e Design a shopping center.

1.32f Invite a manager of a shopping center to visit your class.

1.32g Interview the manager of each store within a shopping center. Chart the number of job opportunities provided by each.

1.32h Keep a bulletin board display showing cultural events sponsored by various shopping centers.

Services provided by neighborhood stores and shopping centers

1.33a Write a report showing different services provided by both neighborhood stores and shopping centers.

1.33b Write a story "Shopping Downtown" and a story titled "Shopping at a Shopping Center."

1.33c Interview local people to find where they shop and the reasons why.

1.33d See 1.32c

Examining different local needs

1.34a Examine films and filmstrips to see that people of different ethnic backgrounds have different desires.

1.34b Plan to have parents of different ethnic backgrounds visit your class and display items which are not familiar to other members of the class. Discuss shopping for these items.

1.34c Plan food tasting parties to familiarize all students with traditional foods of different groups of people.

1.34d Visit stores which cater to particular ethnic desires.

1.34e Visit restaurants which reflect the taste of different ethnic groups.

1.34f Compile a cookbook of recipes from around the world.

1.34g Develop vocabulary and make a dictionary from the terms and words learned during this unit.

1.34h Plan a creative writing exercise – "My Needs." What would they be if you were an Eskimo, Indian, etc.?

Where shoppers live and shop

1.35a Conduct random interviews at both local stores and shopping centers to determine where shoppers live and shop.

1.35b Discover what public transportation is available to get to shopping centers.

1.35c Interview people at a shopping center. How many different towns are represented.

1.35d Make a graph charting results from 1.35c

Locating shopping centers

1.36a Make a class list of all shopping centers visited by members of the class. Have children discuss and describe the centers visited.

1.36b List local shopping centers. Use road maps to plan routes from the school.

Locating stores in shopping centers

1.37a Form committees to record and chart all stores situated within a particular shopping center.

1.37b See 1.32e

Locating neighborhood stores

1.38a List neighborhood stores.

1.38b What services are provided by each neighborhood store?

Lesson 1.4 — **Specific Roles of Workers**

Objectives: At the end of this lesson, the student will be able to:

1.41 List members of a typical family and at least five possible jobs each may hold;

1.42 List and discuss different jobs within a school;

1.43 Define each of the following jobs within the community:

mayor	police officer	firefighter
rescue squad	postal carrier	sanitation worker
councilperson	teacher	health inspector
dentist	doctor	visiting nurse
banker	crossing guard	veterinarian
librarian	store owner	religious leader
newspaper worker		recreation leader

1.44 Appreciate the importance of each job above.

Activities:

Jobs and my family

1.41a Make a job family tree for the families of each class member.

1.41b Make a list of "Our Jobs."

1.41c Write a report, "When I grow up, I want to be...."

1.41d Pick a career. Find out as much as you can about necessary preparation, job specifications, etc.

1.41e Make a resource guide of possible jobs. Include educational requirements, pay, etc.

1.41f Make a folder for career opportunity brochures.

1.41g Make an alphabetical career coloring book for a primary child. Each child can be responsible for making a ditto to contribute.

1.41h Have parents visit class and discuss their jobs.

1.41i Have housewives discuss their jobs.

1.41j Have local guidance counselors describe career education.

1.41k Invite the career education coordinator to visit your class.

Jobs and my school

1.42a Make a list of all the people who work within our school district.

1.42b Interview school employees for job descriptions.

1.42c Make a dictionary of jobs and their definitions.

1.42d Invite school employees to speak to the class.

1.42e Visit offices or places where school employees work.

1.42f Make an electric match game with jobs and definitions or names of people in particular jobs.

1.42g Make life-size drawings by tracing bodies on kraft paper to help children remember names of school officials and workers

142h Write a story, "If I were principal . . . . ."

142i Have an exchange day where students can change places with teachers, principal, janitor, and other school workers.

Jobs and my community

143a Make a list of community workers.

1.43b Add to the above list specific names of individual workers. "Who's Who" booklets can be made from this information.

1.43c Invite as many representatives as possible to the class and define their jobs.

1.43d Dress up as a community worker. Present a brief description of your role. Invite children from other classes to hear and see your presentation.

143e Present pantomimes of different jobs.

1.43f Play "What's My Line?" Select a job from a bag. Class must ask questions that can be answered only with "yes" or "no" to determine the job that has been selected.

1.43g Pick one special community – the zoo, circus, or farm. Create a primary coloring book illustrating workers found therein.

Importance of community jobs

1.44a Write a thank you letter to a community worker in appreciation for his or her contributions to the community.

1.44b Explain to a Martian, without using words, the role and importance of community workers.

1.44c Write a report, "Why crossing guards are important to my daily life."

1.44d Write a story, "Our community without Dentists, what would we do?"

1.44e Plan "Be Kind to Librarian Days" to show appreciation for specific community workers.

1.44f Creative dramatics – improvisations. Select jobs and situations. Act out interactions between different workers.

UNIT II – FUNCTIONS OF INDIVIDUAL BUSINESSES

Lesson 2.1 — **Stores Need Materials**

Objectives: At the end of this lesson, the student will be able to:

2.11 Define the following terms:

raw materials — manufacturer — wholesaler
retailer — consumer

2.12 Chart the chain of events that leads to a finished product:

raw materials to manufacturer
manufacturer to wholesaler
wholesaler to retailer
retailer to consumer

2.13 Observe that the inventor starts the chain of events that leads to a finished product;

2.14 Match a list of sources of raw materials with specific finished products;

2.15 Construct a list of needed materials and possible resources which could be tapped for materials needed to create specific products

Activities:

Defining terms

2.11a Discuss the terms listed above. Make large picture dictionary charts for each term to display around the room.

2.11b Use each word in a sentence.

2.11c Make a "Whatchamacallit" picture related to the words by writing them repeatedly to create a word drawing.

2.11d Make an electric board game on which terms and definitions can be matched.

2.11e Develop a technology spelling lesson as part of the spelling program.

2.11f Use films and filmstrips that make use of these terms.

2.11g Write a story using as many of the vocabulary words as you can.

Chain of events from raw material to finished product

2.12a Lead a class discussion and illustrate the chain of events leading up to the production of a particular product. Possible products might be wool, cotton, bread, or furniture.

2.12b Have each child present a written and oral report on a topic similar to those suggested above.

2.12c Have children draw a diagram showing a product as it develops from stage to stage.

2.12d Make small-scale models to illustrate isolated stages.

2.12e Obtain and play "To Market" – a game offered by the Sunkist Company.

2.12f Set up a display showing different trucks taking items from place to place. Let children use their own toy trucks and "dress them" appropriately.

2.12g Make an illustrated list of methods of transportation used to carry products through the different stages of their development.

2.12h Secure films and filmstrips that illustrate the chain of events leading to a finished product.

2.12i Make a "Story of . . . ." presentation showing samples of raw materials, means of transportation, etc. Invite other classes to see and hear the presentation.

2.12j Invite guest speakers whose jobs relate to this unit to visit the class.

Starting with the inventor

2.13a Make a list of famous inventors and inventions.

2.13b Make an "Inventor's Hall of Fame." Display large portraits of inventors with biographies written on the back of the picture. Display in classroom or library.

2.13c Make an electric match game of inventors and their inventions.

2.13d Write to the U.S. Patent Bureau to obtain rules for patenting new inventions.

2.13e Invite an inventor to visit your class to tell how he or she got an invention on the market.

2.13f Plan an "Invention Day" contest for the school.

2.13g Have each child pick a product in one store and chart its growth and/or development from concept to finished product.

2.13h Show films and filmstrips highlighting the life and work of famous inventors.

2.13i Write book reports on biographies and autobiographies of inventors.

2.13j Write thank you letters to inventors to whom the class is particularly grateful.

2.13k Present a review of famous inventors. Each child will dress up like an inventor and tell about his or her life and inventions.

2.13l Build models of original inventions.

2.13m Plan field trips to laboratories or museums where inventions can be observed.

2.13n Make a time line of inventions.

2.13o Make dioramas illustrating famous inventions.

Matching raw materials and products

2.14a Compile a list of raw materials.

2.14b Make a chart using raw materials as headings. List products that can be made from these raw materials under each heading.

2.14c Display a collection of raw materials.

2.14d Write to companies to secure examples of raw materials.

2.14e Make a cookbook of all cooking activities done in your room. Possible cooking activities include making butter, preserves, popcorn, peanut butter, and coffee from coffee beans.

2.14g Make a craft book of all craft activities done in your room. Possible craft activities include candle making, weaving, ceramics, and leathercraft.

2.14h Invite guest speakers involved in manufacturing to discuss sources of raw materials with your students.

2.14i Make a concentration game to match raw materials with finished products.

Sources of materials for products

2.15a Discuss methods of making a resource list of materials.

2.15b Display items or labels indicating addresses of manufacturers.

2.15c Group items according to states in which they were manufactured.

2.15d Lead class in activity – "Where would we go in order to find . . . .?" Using a recipe or craft activity description, list needed materials and places they may be obtained.

2.15e Have each child describe this concept in writing.

2.15f Visit the school library and have the librarian discuss how resources are listed.

2.15g Play "What am I making?" Read a list of materials needed to make something. Who can guess the finished item from hearing the fewest materials?

2.15h Form committees to make a directory of community sources for the same materials – food stores, craft shops, lumber, hardware, etc.

Lesson 2.2 — Store Layout and Design

Objectives: At the end of this lesson, the student will be able to:

2.21 List and define the specific areas within a store:
- storeroom
- showroom
- sales area
- display window

2.22 Label the specific areas on a blank floor plan;

2.23 Appreciate how the design of a store can influence sales;

2.24 Design a floor plan for a self-selected store;

2.25 Construct a model of a self-selected store;

2.26 Write a critical evaluation of a self-selected store.

Activities:

Areas of a store

2.21a Lead a class discussion with overhead projections to point out specific areas within a store.

2.21b Make a "Whatchamacallit" picture using key words.

2.21c Use words from unit in sentences that reflect comprehension of terms.

2.21d Block off the classroom, pretending it is a store. Name the different sections. Show that the arrangement is subject to change.

2.21e Plan trips to different stores with the art teacher. Have the art teacher make sketches of each store visited. Display and discuss sketches.

2.21f Arrange with store managers for guided tours.

2.21g Have children offer slide or sketch presentations of stores that they have visited.

Making floor plans

2.22a Discuss and display floor plans.

2.22b Invite an architect to discuss how he or she makes floor plans.

2.22c Write to various stores requesting floor plans.

2.22d Using floor plans done by art teacher, label the store areas on copies of these plans.

2.22e Make floor plans of classroom, school, and home.

2.22f Make a collection of floor plans from magazines and newspapers.

Appreciating store design

2.23a Discuss reasons for location of items within stores.

2.23b Visit a supermarket or department store. Observe the layout and groupings of different items. On return to class, discuss, sketch and recreate what was seen.

2.23c Show slides of interiors of different stores. Have children discuss items that catch their immediate attention.

2.23d Arrange to have your art teacher offer a lesson on appreciation of geometric design.

2.23e Plan a bulletin board display of interior pictures or floor plans of different stores of a similar type.

2.23f Poll shoppers to find their reasons for shopping where they do. Is the store layout a major factor?

2.23g Have your parents' cooperation for this activity. Using a shopping list, how long does it take to find listed items in your usual supermarket. How long does it take to find the same items in a strange store?

Designing floor plans

2.24a From the display of floor plans in your room, have the class design a floor plan for a store.

2.24b Have each child pick a store and make a floor plan for it.

2.24c Let each child display a plan and discuss reasons for designing the store this way.

2.24d Compare floor plans made by students with ones obtained from stores.

2.24e Plan a field trip to a drafting classroom.

2.24f Have a drafting teacher talk to the class.

2.24g Plan an art lesson on drawing-to-scale.

2.24h Secure help from high school drafting students to work with your students on floor plans.

Constructing models

2.25a Using the floor plan you have made, build a model of your store using a wide variety of materials: balsa wood, wallpaper, rug samples, spools, styrofoam, dry wall, paint, crayons, paper, etc. Using these materials and a carton, build a replica of your store including storeroom, sales area, display window, offices, etc.

Arrange box stores on the floor as they would be located within the community.

Keep a daily log as your work on this project. At the end of each day, record what you have thought about and actually done. Record your plans for future work periods.

Evaluating store design

2.26a Have each child write a critical evaluation to determine if his or her model store successfully meets the specifications of the floor plan. If not, make a floor plan of the completed model.

2.26b Write a critical evaluation of someone else's store. What do you like? What can be improved?

2.26c Compare your model store with a comparable real store. Point out similarities and differences.

2.26d Invite an architect to visit your class and critically discuss models.

2.26e Videotape the children as they discuss, plan, build, and display their stores.

2.26f Invite parents to view the videotape and see the stores.

2.26g Invite other classes in your school to view the videotape and see the stores.

UNIT II – FUNCTIONS OF INDIVIDUAL BUSINESSES

Lesson 2.3 — **Stores Need People**

Objectives: At the end of this lesson, the student will be able to:

2.31 List and discuss the variety of jobs involved in running a business:

- manager/owner
- sales
- stock people
- cashier
- custodian
- customer

2.32 Appreciate the role of each of the jobs above.

Activities:

Jobs in businesses

2.31a Discuss and define the following terms: manager, owner, sales personnel, stock people, cashier, custodian, and customer.

2.31b Use the words listed above in sentences which reflect understanding of their meaning.

2.31c Write a story using as many of these words as you can.

2.31d Invite representatives of each job listed above to speak to your class.

2.31e Make "Whatchamacallit" pictures related to these words by writing them repeatedly to create a word drawing.

2.31f Make a coloring book with an illustration and definition for each job listed above.

2.31g Make a coloring book designed for a primary class to introduce younger children to these jobs.

2.31h Arrange to visit a store and meet each worker.

2.31i Make a mobile of a store showing each job.

2.31j Make puppets of different workers.

2.31k Examine want ads for store jobs. What requirements are needed?

2.311 Dress up dolls as store workers. Write a description of each job.

Appreciation of the role of selected jobs

2.32a Write a play involving store employees. Use puppets or let children role play the characters.

2.32b Do improvisations. Pick jobs and act out situations.

2.32c Play "What's My Line?"

2.32d Play "Careers."

UNIT II – FUNCTIONS OF INDIVIDUAL BUSINESSES

Lesson 24 — **Stores Need Money**

Objectives: At the end of this lesson, the student will be able to:

2.41 Be familiar with financial terminology;

2.42 Explain banking procedures;

2.43 List various sources of money available for businesses;

2.44 Name and discuss personalities who have been successful in the business world.

Activities:

Financial terms

2.41a Discuss and develop the following vocabulary: finance, loan, profit, check, cash, bankruptcy, franchise, dividend, stock and interest.

2.41b Bring in and display articles from news media with the financial vocabulary underlined.

2.41c Write sentences using these words in a manner that indicates comprehension of their meaning.

2.41d Plan a tour of the stock market.

2.41e Invite a stock broker to visit your class.

2.41f Invest an imaginary thousand dollars in stocks. Chart gains and losses.

2.41g Explore the financial and business world in media.

2.41h Make a dictionary of terms developed in this unit.

Banking procedures

2.42a Arrange for a visit to a local bank. Have an employee explain the different stages of banking. Bring a tape recorder to record this explanation.

2.42b Invite a bank representative to come to the class and discuss his or her job.

2.42c Write to banks asking what must be done to secure money for business.

2.42d Find out current interest rates on loans. Plan a math lesson to determine amounts that would be paid back over different periods of time.

2.42e Work out different examples to illustrate that the longer money is kept, the more money must be paid back.

2.42f Write a report that shows different ways in which banks earn money for themselves.

2.42g List all services of a bank.

2.42h List reasons why people apply for loans.

2.42i Investigate the possibilities of a school savings plan.

2.42j Write to banks requesting lists of services for school children.

2.42k Explore and list job opportunities within a bank. Role-play various positions.

Sources of money

2.43a Make a list of various ways to secure money for a business – bank loans, outside investors, personal money, and government grants.

2.43b Write to various sources to find loan requirements and rates of interest.

2.43c Use the vocabulary from this unit in sentences which reflect comprehension of their meaning.

2.43d Write a story using as many of these words as you can.

2.43e Invite businessmen to discuss the ways their businesses were funded.

Business personalities

2.44a Make a list of personalities who became famous within the business world.

2.44b Make a Business Hall of Fame.

2.44c Make an electric business match game.

2.44d Write to companies for pictures and information about their founders.

2.44e Make models of original products from which big businesses have grown.

2.44f Secure films and filmstrips that highlight the lives and achievements of personalities who have become famous in business.

2.44g Read and report on biographies and autobiographies of famous businessmen.

2.44h Dress up dolls as famous businessmen.

2.44i Make a time line of big business.

2.44j Make a diorama showing a scene from a famous businessman's life.

UNIT III – PRODUCTION AND MANUFACTURING

Lesson 3.1 — **People in the Production Line**

Objectives: At the end of this lesson, the student will be able to:

3.11 Appreciate that each member of a production line plays an integral part, and realize that each person's job is important in creating the finished product;

3.12 Name the various jobs in a specific production line;

3.13 Draw a production line showing different stages of the development of a product.

Activities:

Parts of a Production Line

3.11a Lead a class discussion to create a list of all parts of a production line.

3.11b Write to different companies to find specific positions on a production line.

3.11c After receiving lists from different companies, discuss what would happen if one person does not do his or her job.

3.11d Lead a class discussion on the importance of each step, no matter how big or small.

3.11e Write a story about a toy being assembled. What does the toy think of the people making it?

3.11f Check want ads. Using names of jobs, find how many positions are available in those areas.

3.11g Make a mock application to apply for a particular job.

3.11h Invite people who work on a production line to visit class.

3.11i Show films and filmstrips that depict production line techniques.

3.11j Display photographs of people working on a production line. Display pictures with original compositions written by children.

3.11k Try to follow one item that was made on a production line to the time of its sale.

Jobs on the production line

3.12a Using production process have children role-play specific jobs.

3.12b Make picture dictionaries for each job on a production line.

3.12c Use each vocabulary word in a sentence that reflects comprehension of its meaning.

3.12d Have children stage mini-production line tableaux with accompanying narrations to present to other classes.

3.12e Design a test on which students will match job titles with job descriptions.

3.12f Write a report on one specific job on a production line.

3.12g Play "What's My Line?"

3.12h Define and match jobs done by people on a production line.

3.12i Design an automated assembly line. Make and label cardboard models of all the people automation might replace.

3.12j Write a play about the day a machine put fifty people out of work.

Drawing a production line

3.13a Make large picture charts labeling all positions on a production line.

3.13b Make a bulletin board display showing different types and sizes of production lines.

3.13c Make a diorama of a production line.

3.13d Set dolls in a production line setting. Write a narration to accompany the scene.

Lesson 3.2 — Changing Raw Materials into Finished Products

Objectives: At the end of this lesson, the student will be able to:

3.21 Understand that there are many phases in the product's manufacture before it reaches the consumer.

3.22 List local companies that use production line technique.

3.23 Experience working on a production line and be able to relate to a one-task responsibility.

3.24 Realize that this division of labor creates uniformity and speed.

3.25 Understand that the number of jobs on a production line may vary according to the number of steps needed to create a product.

Activities:

Phases in a product's manufacture

3.21a Lead a class discussion on the phases in a product's manufacture from raw material to final step.

3.21b Make a display illustrating manufacturing production stages.

3.21c Draw a chart, labeling the stages of manufacturing.

3.21d Make up an imaginary product, and discuss how you would develop it from beginning to end.

3.21e Make sequential order puzzles.

3.21f Make applesauce. Write an experience chart listing the basic steps. Cut steps apart and assemble in their correct order. Mount finished "puzzle" on a large red paper apple.

3.21g Set up a display showing steps in the development of different products.

3.21h Show films and filmstrips that illustrate the development of different products.

3.21i Invite a production line worker to visit your class to discuss his or her work.

3.21j Conduct discussions about composers, painters, sculptors, and authors. What steps are followed in the creation of their works?

Local companies using production lines

3.22a Use a telephone directory to locate and list manufacturing companies situated within or near your own town.

3.22b Plan a field trip through your town to see where these factories are located.

3.22c Visit as many of these factories as you can.

3.22d Write followup reports on your trips in general, as well as on particular trips. What was observed?

3.22e Make a directory of local factories.

3.22f Invite someone from a local factory to speak to the class.

3.22g Make a large map of your community. Pinpoint local factories.

Organizing a production line

3.23a If possible, develop a product that can be produced by your class; candy, candles, frisbees, etc. Discuss each child's particular job in creating the finished product. Elect class managers. List jobs and have students apply for specific positions.

Set up a production line with each child doing a specific task until the product is finished.

Let each child invite a friend to substitute for him or her. See if the original worker can clearly explain the task and supervise the substitute.

Reasons for the production line

3.24a Lead class discussion on the reasons for the production line system.

3.24b Give a group of children many papers to staple. See if they can develop a system using several people to complete the task. Compare results with the efforts of one person doing the same job.

3.24c Visit an automobile factory that utilizes production lines. Write a report discussing what was seen and learned about production lines.

3.24d Invite someone with experience working on a production line to speak to your class.

3.24e Write reports on places where production line techniques can be used other than in business.

Jobs and the production line

3.25a Write to different companies to find out the number of people employed on production lines.

3.25c Discuss how many children were used for the stapling project and how many might be needed for larger projects.

3.25d Creative writing – write a story about a production line with either too few or too many people.

3.25e Have a group of children role play a production line situation. The rest of the class can act as efficiency experts and critically evaluate the setup.

Lesson 3.3 **One-Person Products**

Objectives: At the end of this lesson, the student will be able to:

3.31 Show that some products are created by one person,

3.32 Be familiar with various skilled craftspeople.

3.33 Appreciate the value of skilled workmanship.

Activities:

One-person products

3.31a Lead a class discussion and create a list of items that can be made by one person.

3.31b Find parents with skills that can be displayed and demonstrated to your class.

3.31c Explore newspapers and magazines for exhibits of items created by one person in your area.

3.31d Sponsor an art festival at your school.

3.31e Display products created by one person.

3.31f Discuss how creating and sewing clothes, cooking, and woodcrafting are forms of art.

3.31g Make a product of your own.

3.31h Have a "Chef of the Week" project wherein each child is given the opportunity to cook something and share it with classmates. Recipes may be duplicated and bound in a cookbook as a culminating experience.

3.31i Have an "Artist of the Week" in your class. Assign one child each week to decorate a reserved section of your blackboard with colored chalk. Keep a photographic record of this project.

3.31j Make jams and preserves with your class. Can and label the finished products.

3.31k Make labels for a relative's recipe "Aunt Jane's Super Salad Dressing."

Craftspeople

3.32a Lead a class discussion to create a list of specific skilled craftspeople: potter, weaver, jeweler, artist, sculptor, wood carver, fashion designer, etc.

3.32b Display pictures and names of famous skilled craftspeople.

3.32c Have children make original junk sculpture, weaving, painting, enamel, etc. Have a "Priceless One-of-a-Kind" display.

3.32d Section a bulletin board into different craft areas. Bring in clippings that apply and display under appropriate areas.

3.32e Write to individuals whose work interests you.

3.32f Match job definitions with craftspeople.

3.32g Write a story about one skilled craftsperson.

3.32h Show films and filmstrips that depict the efforts of skilled craftspeople.

3.32i Pretend you are a skilled craftsperson and write a week's diary.

Skilled workmanship

3.33a Visit an art gallery. Note prices.

3.33b Write to craftspeople to find out how they decide on prices.

3.33c Plan a series of art appreciation lessons with your art teacher.

3.33d Invite local craftspeople to visit your class and display samples of their work.

3.33e Secure films and filmstrips that depict the crafts of different cultures.

3.33f Invite an art dealer to speak to your class.

3.33g Invite a 4-H leader to speak to your class on the 4-H arts and crafts program.

3.33h Make a collage with one-of-a-kind pictures and prices.

Lesson 3.4 — Locating Natural Resources

Objectives: At the end of this lesson, the student will be able to:

3.41 Know the different resources within the state,

3.42 Become familiar with resources unique to specific areas of the United States,

3.43 Chart the most important natural resources of each of the fifty states,

3.44 Become aware of the largest manufacturing companies within the United States.

Activities:

Resources within the state

3.41a Lead a class discussion to list resources from your own state.

3.41b Use a large map of your state to label locations of particular resources.

3.41c With pins and string match location of resources on a map of the state with actual samples on a display table.

3.41d Visit different resource areas in your state.

3.41e Choose one resource found in your state. How many places can you find in your state that have this resource?

3.41f Make an illustrated, alphabetical list of your state's resources.

3.41g Invite guests whose work relates to this unit to visit your class.

Resources unique to specific areas of U.S.

3.42a Organize uniform symbols to represent basic resources. Assign approximately two states per child, preferably in different areas. Label each state with the appropriate symbols. Look for and discuss patterns.

3.42b Let each child give an oral presentation on resources of his or her states.

3.42c Write a report comparing and contrasting the resources of two states.

3.42d Discuss the role of weather. How does it affect natural resources?

Resources of each state

3.43a Design state flags using a major state resource as part of the design.

3.43b Make a booklet of outline maps of the fifty states, noting natural resources of each state.

3.43c Play "Game of States."

3.43d On a large map of the United States, display samples of natural resources.

3.43e Write to state department of labor and industry for information on resources.

3.43f Arrange for pen pals to find out more about other states.

3.43g Secure films and filmstrips of other states.

3.43h Invite parents who have visited other states to give movie or slide presentations.

3.43i Write to bureaus of tourism. Divide a large bulletin board into fifty sections. Assign approximately two per child. Place an envelope or packet in each area in which children can put information they receive.

3.43j Devise a matching game to reinforce knowledge of resources. Add cards to this game after each state has been discussed.

3.43k Have children make a coloring book for themselves or a primary child to reinforce knowledge of resources found in each state.

3.43l Study license plates of the fifty states to find ones that reflect resources. Design a license plate for a state of your choice.

3.43m Give a presentation to other classes using transparencies of each state to show their resources.

3.43n Make banners for each state showing their resources to display in your classroom.

Manufacturing companies

3.44a Lead a class discussion using a map of the United States to point out large manufacturing companies.

3.44b Write a report on one major company.

3.44c Write to the public relations director of a major company to find out everything they manufacture, as well as services they provide.

3.44d After hearing oral reports, write an essay on the company for which you would like to work. Why did you select it and what would you like to do?

3.44e If possible, visit any large company in your area.

UNIT IV – ADVERTISING

Lesson 4.1 — **Advertising the Product**

Objectives: At the end of this lesson, the student will be able to:

4.11 List and illustrate the following forms of advertising:

commercials – television and radio
ads – newspaper and magazine
window displays
billboards
jingles
handbills and flyers;

4.12 Appreciate the effects of advertising on the consumer,

4.13 Explain the need for truth in advertising and understand how celebrated personalities are used to enhance advertising.

Activities:

Forms of advertising

4.11a Lead class discussion to develop necessary vocabulary. Terms to be developed include: commercial, ad, window display, billboard, jingle, handbill, and flyer.

4.11b Keep individual notebooks of printed advertisements.

4.11c Use each term developed in 4.11a in a sentence that reflects comprehension.

4.11d Make tape recorded notebooks of recorded advertisements.

4.11e Select one product. Display as many advertisements as you can find for your product.

4.11f Invent your own product. Plan an advertising campaign using all methods mentioned above.

4.11g If box stores were made, plan an advertising campaign for your store.

4.11h Role play your favorite television advertisement.

4.11i If large bulletin boards are available, arrange with other teachers to allow committees from your class to design and create billboards.

4.11j Build a large frame in your classroom. On a rotating basis, allow each store to plan a window display. Take a photograph of each to use in a permanent display.

4.11k Have each child design a handbill advertisement. Print these flyers by silk screening.

4.11l Have a jingle contest for the school. Possible themes could be safety, eat in the cafeteria, manners, fire prevention, etc.

Effects of advertising on consumer

4.12a Play an association game. Write the word that comes to mind when I say cereal, soap, soda, toy, supermarket, camera, restaurant, pet food, etc.

4.12b Lead a class discussion of why associations may have been made.

4.12c Play the same association game at home. Bring in results to discuss with classmates.

4.12d Choose one item from the association game. Make a one-week log to show the number of times and different ways in which the product has been advertised.

4.12e Choose one category, i.e., soda. Make a mobile with as many different brands as you can.

4.12f Poll shoppers to find reasons for buying particular brands.

Need for truth in advertising

4.13a Discuss truth in advertising. Research current laws regarding advertising.

4.13b Write to the Bureau of Food and Drugs for laws and their application to your life.

4.13c Make a bulletin board display with examples of laws in practice. Show cigarette package, ingredient listings on food packages, etc.

4.13d Discuss the use of celebrities in advertising and the fact that they are paid to endorse products.

4.13e Make a bulletin board. Half of the board can show celebrities pictured with their endorsed product. The other half can be students' pictures with their endorsed products.

4.13f Discuss misrepresentation in advertising.

4.13g Gather examples of questionable advertising.

4.13h Write to Ralph Nader or the Better Business Bureau to find out the services they provide.

4.13i If the class finds fraudulent advertising, write and expose it.

UNIT IV – ADVERTISING

Lesson 4.2 **Advertising Design**

Objectives: At the end of this lesson, the student will be able to:

4.21 Appreciate the effect of eye appeal on the success of sales,

4.22 Become familiar with and be able to define the various job opportunities within the world of advertising,

4.23 Compile a scrapbook of effective advertising techniques.

Activities:

Eye appeal of advertising

4.21a Lead class discussion on Vance Packard's principles.

4.21b Display several items. Discuss the packages the class finds most appealing.

4.21c Display products with names blocked out. Can you identify them? How and why?

4.21d Design your own wrapper, label or package. Send it to the company it represents.

4.21e Give each child a shopping list that includes soap, cereal, soda, soup, cake mix, and detergent. Visit a supermarket. Check displays. Which would you pick for reasons of eye appeal only? Which ones catch your eye?

4.21f Write letters to different companies to see who is responsible for designing their packages.

4.21g Write a letter telling companies why you like or dislike their package design.

4.21h If possible, arrange for commercial artists to discuss and display package designs.

4.21i Write to different companies (such as Morton Salt) for information about changes in design from original to present day designs.

Job opportunities in advertising

4.22a Invite a guidance counselor to discuss job opportunities within the world of advertising.

4.22b Check want ads and employment agencies for job opportunities.

4.22c Invite a personnel manager to speak to your class on job opportunities.

Scrapbook of advertising techniques

4.23a Have each child compile a scrapbook with examples of all advertising techniques discussed in 4.11. Mount ads and write brief comments describing feelings and criticisms of ad. Provide space for original designs.

UNIT V – SALES

Lesson 5.1 — **Job Opportunities in Sales**

Objectives: At the end of this lesson, the student will be able to:

5.11 Define the following jobs within the sales world and appreciate the importance of each:

salesman	wholesaler
retailer	field representative
distributor	consumer
manager	

5.12 Define the following means of distribution:

store	door-to-door-salesman
vendor	mail order
phone sales	

Activities:

Jobs in sales

5.11a Discuss with class the role of the following people within the sales world: salesman, distributor, wholesaler, consumer, retailer, manager, field representative, etc.

5.11b Make a resource guide of possible jobs. Include educational requirements, pay, and special needs.

5.11c Study want ads to find job descriptions.

5.11d Have as many representatives of these occupations as possible discuss their jobs with your class.

5.11e Write a letter to a friend. Make believe you have just accepted a job in the sales world.

5.11f Play "What's My Line?"

5.11g Write a report illustrating the number of people involved in the distribution of a product.

5.11h Make an alphabetical coloring book to illustrate jobs.

5.11i Plan a "Wax Museum" program with children acting out different positions in the sales world.

Ways of distributing products

5.12a Discuss with class different ways in which a product might reach the consumer. Include such ways as: store, mail order, street vendor, phone sales, etc.

5.12b Give each child a product and have him plan three different sales approaches.

5.12c Have children explore and report on what jobs in sales are open to them at their particular age.

5.12d Discuss the possibility of problems that may arise in buying items sight unseen.

UNIT V – SALES

Lesson 5.2 — **Variables Affecting Prices**

Objectives: At the end of this lesson, the student will be able to:

5.21 Realize that there may be different prices for the same item and be able to discuss possible reasons,

5.22 Recognize gimmicks used to enhance sales,

5.23 Appreciate that prices go up as the cost of living rises,

5.24 Recognize the influence that government has on price regulation.

Activities:

Different prices for same product

5.21a Develop a shopping list. Include milk, eggs, bread, etc. For homework, find prices in at least three different stores. Graph results.

5.21b Plan a bulletin board with headings suggested in 5.21a. Display prices and store names under each heading.

5.21c Lead a discussion to see if small stores charge higher prices and why this may happen.

5.21d Invite a manager of a small store to visit your class and explain reasons for differences in prices. Invite the manager of a large discount store to explain reasons for prices.

5.21e Lead class discussion on how the prices of certain items fluctuate with the calendar. For example, fresh vegetables during the summer will go down in price, while toys may rise in price before Christmas.

5.21f Write a report showing items whose prices fluctuate with the calendar. Include possible reasons.

5.21g Plan a bulletin board titled, "How Do We Know Summer Is Coming?" or "How Do We Know Winter Is Over?" Illustrate this with advertisements such as ski equipment sales at the end of ski season.

5.21h Using the bulletin board suggested in 5.21b, lead a class discussion to determine possible reasons for differences in prices. Based on observations and reports made by store managers, make a list of possible generalizations. Write these ideas on strips of oak tag. Possible generalizations are: stores need to clear out old inventories to make room for new merchandise; smaller stores may charge higher prices than larger stores; sales; need for profit; etc.

521i Play a game "Tell Me Why", or write a report. Pick one or more items. Explain reasons for price in particular store using generalizations developed in 5.21h.

5.21j Discuss the need for profitmaking by all parties involved in sales.

5.21k Make a list of all possible parties who make a profit in the sale of an item.

Gimmicks used to enhance sales

5.22a Discuss gimmicks used to enhance sales such as coupons, stamps, specials, going-out-of-business sales, free gifts, etc.

5.22b Plan gimmicks to enhance sales at your own store.

5.22c Consult parents to find how many take advantage of any of the gimmicks discussed. Report on any other gimmicks of which they are aware such as free checking at banks, etc.

5.22d Write a report on what a coupon does besides getting you ten cents off a product. For example, a coupon may get you into the store and get you to buy other things while you're there.

5.22e Have a Parents Panel to discuss with class the pitfalls and advantages of seeking out sales gimmicks. Have class prepare questions for this interview such as, "Do you find you're buying things you don't need?"

5.22f Research laws regarding truth in advertising regarding going-out-of-business sales. Also investigate why some "specials" are not valid in all states.

Prices and the cost of living

5.23a Lead class discussion on the cost of living. What is it? Who determines it? Why is there so much emphasis on it?

5.23b Have class research and graph the ups and downs of the nation's economy over a ten-year period. Group years accordingly: 1920-30, 1930-40, 1940-50, 1950-60 and 1960-70.

5.23c Using information gathered in 5.23b, report to class pointing out specific reasons for differences: World War II, Depression, Korean War, Affluent Sixties, etc.

5.23d Lead class discussion on how the cost of living affects your life.

5.23e Make a cost of living family tree showing such things as allowances, prices of movies, etc., paid by parents, grandparents, and you.

5.23f Using old catalogues, add prices of different items to family tree suggested in 5.23e

5.23g Write several T.V. news reports. Keep a log of reports pertaining to the cost of living.

5:23h Discuss and appreciate the reasons for the rise or fall of prices.

Influence of government on prices

5.24a Find out what the government's role is in price regulation.

5.24b Find out how tax laws affect imports and exports.

5.24c Report on how our exporting certain item may cause its price to rise here – wheat and oil, for example.

5.24d Report on government agencies that affect prices and how much influence they have.

5.24e Discuss lobbying to affect prices by such groups as the milk industry and ecologists.

UNIT V – SALES

Lesson 5.3 — **Sales Satisfy Needs of People**

Objectives: At the end of this lesson, the student will be able to:

5.31 Define the term "human needs" and be able to list at least five,

5.32 Determine the needs a particular product may satisfy,

5.33 Understand and be able to differentiate among the following needs:

personal
labor-saving
entertainment
prestigious

Give examples of each.

Activities:

Human needs

5.31a Define the term "human needs" by a dictionary definition. Compare it with your own definition.

5.31b Have each child make a list of at least five needs.

5.31c Make a class graph showing similarities of popular needs.

5.31d Write a summary of results of 5.31c.

5.31e Write a report on how your needs might be different compared to a child in 1910 or 1990.

Satisfying needs

5.32a Discuss products that satisfy needs.

5.32b Using the personal needs of each child, make a booklet showing pictures of products that may satisfy them.

5.32c Make a bulletin board with main headings of common needs. Display pictures of products that satisfy these needs under their appropriate heading.

5.32d Write a report on the removal of one product from your life and how it would affect your life. Soap is one suggestion.

5.32e Make up riddles. It keeps me warm; it makes me happy; what is it?

5.32f Plan an advertising campaign for your store or product emphasizing the needs satisfied.

Differentiating among needs

5.33a Discuss and define the following terms: personal, labor saving, entertainment, and prestigious.

5.33b Make a personal notebook with headings suggested in 5.33a. Use pictures or descriptions of the products that satisfy these needs for you.

5.33c Design a bulletin board based on 5.33b, illustrating products that meet particular needs of your class.

5.33d Look for advertisements that stress a needs angle to enhance sales of certain products.

5.33e Go around the classroom and label items according to the needs they satisfy.

5.33f Draw a picture of one room in your house. Label as in 5.33e.

5.33g Compile a list from your entire house. Classify items according to needs discussed in 5.33a.

5.33h Write a report "I'd be lost without my....."